CONTENTS

VOLUME 31

Articles *Page*

AUKRUST, VIBEKE GROVER. Talk about talk with young children: pragmatic socialization in two communities in Norway and the US 177

BERMAN, RUTH A. & NIR-SAGIV, BRACHA. Linguistic indicators of inter-genre differentiation in later language development 339

CARTER, ALLYSON & GERKEN, LOUANN. Do children's omissions leave traces? 561

CLAHSEN, HARALD, HADLER, MEIKE & WEYERTS, HELGA. Speeded production of inflected words in children and adults 683

FRIEDMANN, NAAMA & NOVOGRODSKY, RAMA. The acquisition of relative clause comprehension in Hebrew: a study of SLI and normal development 661

KAIL, MICHELE. On-line grammaticality judgements in French children and adults: a crosslinguistic perspective 713

LEVY, YONATA. A longitudinal study of language development in two children with Williams syndrome 287

MCGREGOR, KARLA K. & CAPONE, NINA C. Genetic and environmental interactions in determining the early lexicon: evidence from a set of tri-zygotic triplets 311

NINIO, ANAT. Young children's difficulty with adjectives modifying nouns 255

OLIVER, BONAMY, DALE, PHILIP S. & PLOMIN, ROBERT. Verbal and non-verbal predictors of early language problems: an analysis of twins in early childhood back to infancy 609

PAN, BARBARA ALEXANDER & ROWE, MEREDITH L. Measuring productive vocabulary of toddlers in low-income families: concurrent and predictive validity of three sources of data 587

RICHARDS, LYN V., COVENTRY, KENNY R. & CLIBBENS, JOHN. Where's the orange? Geometric and extra-geometric influences on English children's descriptions of spatial locations 153

SAYLOR, MEGAN M. & BALDWIN, DARE A. Discussing those not present: comprehension of references to absent caregivers 537

SEKERINA, IRINA A., STROMSWOLD, KARIN & HESTVIK, ARILD. How do adults and children process referentially ambiguous pronouns? 123

SZAGUN, GISELA. Learning by ear: on the acquisition of case and gender marking by German-speaking children with normal hearing and with cochlear implants 1

TARDIF, TWILA, WELLMAN, HENRY M. & CHEUNG, KAR MAN. False belief understanding in Cantonese-speaking children 779
THEAKSTON, ANNA L., LIEVEN, ELENA V. M., PINE, JULIAN M. & ROWLAND, CAROLINE F. Semantic generality, input frequency and the acquisition of syntax 61
TOMASELLO, M. & STAHL, DANIEL. Sampling children's spontaneous speech: how much is enough? 101
TULVISTE, TIIA, MIZERA, LUULE & DE GEER, BOEL. Expressing communicative intents in Estonian, Finnish, and Swedish mother–adolescent interactions 801
WEIST, RICHARD M., PAWLAK, ALEKSANDRA & CARAPELLA, JENELL. Syntactic–semantic interface in the acquisition of verb morphology 31
WELLS, BILL, PEPPÉ, SUE & GOULANDRIS, NATA. Intonation development from five to thirteen 749
WONG, ANITA M.-Y. & JOHNSTON, JUDITH R. The development of discourse referencing in Cantonese-speaking children 633
ZAMUNER, TANIA S., GERKEN, LOUANN. & HAMMOND, MICHAEL. Phonotactic probabilities in young children's speech production 515

Review Article

DROZD, KENNETH F. Learnability and linguistic performance. A review of CRAIN, S. & THORNTON, R. (1998) Investigations in Universal Grammar. Cambridge: MIT 431
Commentaries (N. Akhtar, S. Allen, P. Brooks, H. Goodluck, M. T. Guasti, E. Kidd, B. Lust, C. McKee, D. McDaniel, W. O'Grady, W. Philip, T. Roeper, N. Sobin & A. Theakston) 459
Author's response 513

Discussion Article

MACWHINNEY, BRIAN. A multiple process solution to the logical problem of language acquisition 883
Commentaries (N. Chater, R. Hausser, E. Hoff, S. Kirby, P. Li, G. F. Marcus, L. R. Naigles, P. Niyogi, W. O'Grady, S. Pinker, D. L. T. Rohde & B. C. Scholz) 915
Author's response 963

Notes

BALOG, HEATHER L. & ROBERTS, FELICIA D. Perception of utterance relatedness during the first-word period 837

BORNSTEIN, MARC H., LEACH, DIANE B. & HAYNES, O. MAURICE. Vocabulary competence in first- and secondborn siblings of the same chronological age 855

CHAREST, MONIQUE & LEONARD, LAURENCE B. Predicting tense: finite verb morphology and subject pronouns in the speech of typically developing children and children with SLI 231

CORRIGAN, ROBERTA. The acquisition of word connotations: asking 'What happened?' 381

DOHERTY, MARTIN J. Children's difficulty in learning homonyms 203

KAJIKAWA, S., AMANO, S. & KONDO, T. Speech overlap in Japanese mother–child conversations 215

NAMY, LAURA L. & NOLAN, SUSAN A. Characterizing changes in parent labelling and gesturing and their relation to early communicative development 821

VION, MONIQUE & COLAS, ANNIE. On the use of the connective 'and' in oral narration: a study of French-speaking elementary school children 399

Reviews

HUA, ZHU. Phonological development in specific contexts. Clevedon: Multilingual Matters; 2002; Pp. 218. (Stephanie Stokes) 875

KIMBROUGH OLLER, D. & EILERS, REBECCA E. (eds) (2002). Language and literacy in bilingual children. Clevedon: Multilingual Matters. Pp. vii+310. (Jim Cummins) 424

LEVY, Y. & SCHAEFFER, J. (eds). Language competence across populations: towards a definition of Specific Language Impairment. Mahwah, NJ: Erlbaum; Pp. 467. (Ludovica Serratrice) 739

MURPHY, GREGORY L. The big book of concepts. MIT Press. 2002. Pp. 563. (Jamie F. Mayer) 247

TAYLOR, J. R. (2002). Cognitive grammar. Oxford University Press. Pp. xii+621. (Thea Cameron-Faulkner) 421

VON TETZCHNER, STEPHEN & GROVE, NICOLA (eds). Augmentative and alternative communication: developmental issues. London: Whurr. (Susan Blockberger) 745